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FOREWORD

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SELECTED EASTERN EUROPE SOCIOLOGICAL TRANSLATIONS

This series of reports contains full translations and/or extensive extracts of selected articles of sociological significance appearing in publications of Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Rumania, and Yugoslavia.

Since the inclusion of translations from any given area or source will necessarily depend upon their availability at the time of publication, no single report of this series should be considered as necessarily including all categories of information to be presented in this series.

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Albania

REPORT BY ALBANIAN DEPUTY MINISTER OF EDUCATION ON RESULTS OF  
1958-1959 SCHOOL YEAR AND TASKS FOR 1959-1960 SCHOOL YEAR

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Qibrie Ciu

People's Education

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Educational work in our schools during 1958-1959 was characterized by the general mobilization of educators, educational workers, all party and government organs, and all the masses of the people for the implementation of Central Committee decisions on the improvement of educational work and on the educational tasks imposed by the national conferences of educators held in August of last year.

As a result of this mobilization the 1958-1959 school year closed with the achievement of new successes, both with regard to the expansion of the school system and the progress of teachers and educators.

This year there was an increase of 50 more schools for general education in operation. This number includes 26 elementary schools, 20 junior high schools and four high schools. There was a total of 212,000 students in our schools. This number includes 205,000 students in general education (exclusive of summer schools), or 11,190 more students than in the previous year. In technical and professional high schools the number of students reached 6,610 or 200 more in the previous year.

In the schools for general education (elementary, junior high, and high schools) new successes have been achieved, both theoretically and practically, in understanding the fundamentals of the sciences, the Albanian language, mathematics, physics, chemistry, biology, etc. The number of elementary schools for manual training has increased. There has been a similar increase in practical and agricultural work in junior high schools, as well as in the cycle of politechnical activities in the upper classes of high schools. This year saw the first classes in the "Elements of Machinery" (9th grade) and "Practical Work in Production" in one of our enterprises, with the participation of 10th grade students. Also for the first time, this year saw the establishment of courses in home economics in junior high schools, so that girls may be better prepared for life.

In the professional pedagogical and technical schools, too, work has been improved in relating theory more closely to practice. In the pedagogical schools there has been marked improvement in understanding of the elements of general education, particularly as it affects the teaching of the Albanian language and the science of pedagogy. In technical schools there has been a better understanding of the elements of general and special culture. The system of practical teaching, and its relationship to production, has been organized more effectively.

The masses engaged in strengthening the material basis of schools have played an important role in improving educational work, following the decision made for this purpose by the Central Committee of the People's Republic of Albania, the orders of the Prime Minister, and general measures that have been drafted for more methodical work in the educational sector.

However, it has to be said that the results achieved thus far still fall short of the demands of the times in meeting the needs of the country's economic development, since a large number of students fail to graduate from one class to another and the knowledge and capability of other students is of low quality. Therefore, we think that at this meeting we should concentrate on three important problems vital for the progress of educational work:

I. The quality of teaching and the progress of students.

II. The organization of polytechnic education and education for work.

III. The strengthening of school discipline and the development of proper behavior.

The schools have worked for the solution to these problems during this year, have achieved a number of successes and have gained valuable experience. It is now our duty to analyze the present situation and to determine the joint measures that must be taken for improved work during the new school year.

## I. THE QUALITY OF TEACHING AND THE PROGRESS OF STUDENTS

The investigations the Ministry has conducted this year in various school districts show efforts to improve the quality of teaching have increased.

Many teachers, as for example in the districts of Gjinokaster, Koritza, Tirana, D Beret etc., have the ability to teach at the necessary ideological and scientific level by using the most appropriate methods. There are classes that have made outstanding progress, as for example the third class of the First School in Koritza under teacher Pandora Rrushon. According to a written evaluation prepared by the investigating brigade all the students of this class passed their courses; most of them received a grade of excellent or good. During this year many high schools have passed from the stage of merely teaching students by word of mouth to the stage of demonstrating lessons practically. The gymnasium at Gjinokaster has excelled in this direction. There teachers Kujtim Dedej, Jani Xhupi, Antulla Mosko, etc., conduct practical laboratory experiments in chemistry, physics, mathematics, biology and geography, with the participation of all students.

Teachers, class directors, youth organizations and pioneers have shown greater care in mobilizing students for the accomplishment of their tasks. More care has been shown in helping backward students and those who have no proper study facilities at home. Parents have cooperated more effectively in strengthening relations between the school and the family. The interest of parents in the educational progress of their children has also increased. Mass organizations, professional unions and the Union of Albanian Women have made valuable contributions in working with parents. Good experience in this direction has been gained in Tirana, where special interest in this kind of work has been shown by the party committee and the professional union.

In general, this year has seen increased efforts in strengthening the material basis of education. In the schools teaching facilities have increased, not only through imports and domestic production, but also through the work done by the students and teachers themselves. New laboratories, study rooms, work shops, kindergartens, etc., have been built in almost every district. The Kosova High School and the Red School in Tirana, the gymnasium at Shkodra, the high schools at Korea and Pogradec have done excellent work in this respect. However, the gymnasium of Gjinokaster, under the direction of Kujtim Dedej, has done outstanding work in creating the proper material conditions for educational work, with of course the help of teachers and students alike.

Investigations on the teaching of the Albanian language, mathematics, physics, chemistry and biology have shown that as a result of these measures the knowledge and the ability to express it on the part of students has increased considerably in all school categories: in elementary, junior high and especially in high schools. Ministry delegates and annual computations indicate that the ability of students to learn and pass courses has increased. In gymnasiums there has been an average increase in this respect of 4.3 percent, 3.1 percent in pedagogical schools and 3.9 percent in technical schools.

Nevertheless the results of this school year are still unsatisfactory.

These are two negative phenomena:

First, a large number of students has left school during the year. During this year 1,555 students have left elementary schools, 1,583 have left junior high schools, 114 have left gymnasiums, 420 have left technical schools and 156 have left pedagogical schools. This shows that efforts to keep students in school have been far from perfect.

Secondly, too few students pass their courses in all school categories.

Ministry investigations show that the knowledge of many students is superficial, as far as the basic part of the educational program is concerned, and that as a result many students fail to graduate from one class to another.

Some schools have a very low rate of student progress: at the gymnasium of Berat only 54 percent of the students passed in their courses, and at the gymnasium of Vlora only 54.9 percent. At the pedagogical school of Peshkopia only 51.9 percent of the students passed -- a decrease of 21.7 percent in comparison with the previous year. The agricultural technical school at Kavaja is one of the technical schools that have the lowest rate of student progress. At this school only 66% of the students passed their courses. The slow progress of students is one of the major factors which compels students to leave school. For the most part it is second year students that leave school.

Students who leave school, or who fail to graduate from one class to another, are detrimental to the economic development of the country, since plans for this development are based on the cadres that the schools are expected to provide, both in sufficient numbers and equipped with superior training.

Naturally, we do not find this situation satisfactory.

The causes of this unsatisfactory progress are to be found in the weakness and poor quality of teaching, which suffers from poor methods of theory and as a result does not provide the student with solid knowledge which he can remember.

The problem of student progress, although it has been emphasized as a matter that demands special efforts, was neglected during the first semester of this year not only by teachers but also by educational directors and other authorities. The neglect of this problem has stemmed from two distorted points of view, which, though properly attacked by the ministry at the first meeting of the first semester with educational chiefs, still persist in many teachers and educational leaders:

First: the just criticism made by the Central Committee of the People's Republic of Albania against the tendency of passing large percentages of students without merit was not clearly understood, and it was taken to mean that the progress of a large number of students was not desired as much as the correct and real evaluation of their knowledge. On the basis of this misapprehension, demands on students increased inordinately, while demands on teachers to improve the mathematical, scientific and ideological quality of their teaching did not increase to the same degree. The Central Committee of the People's Republic of Albania has continuously criticised leniency in grading a student's performance, and this tendency should be fought against continuously. However, it should in no way impede the progress of students, which implies the underlying improvement of educational work.

Secondly: the idea has prevailed generally that the slow progress of students is not to be traced to the work of teachers, but rather to certain somewhat unusual factors; that the students refuse to learn, that they lack discipline, that their families are not interested in their school work, etc.

The attempts to explain the lack of student work progress by referring it to causes unrelated to the teacher's work at school have impelled teachers not to concentrate on improving the quality of their teaching, on discovering faults in the educational process, and on struggling against these faults in order that they can teach in a way that would enable the student to absorb the knowledge he needs. In some schools, as for example in the districts of Durrës and Berat, student progress was so low that less than 50 percent of the students passed their courses in the first bimester of the school year, and in some instances only 20-30 percent of the students passed. However, no one cared, and no one was required to explain this situation.



One of the most prevalent faults in the teaching process is the time that is lost during school hours, coupled with the failure of the teachers to mobilize the entire student body in this process. This defect brings the following two results:

1. The lack of proper preparation for the daily lesson on the part of the teacher. Unfortunately, investigations in all school districts show that the teacher comes to class badly prepared for lessons, or prepared in a rather formal sort of way, which means that the teacher has looked only at the daily teaching plan, without having looked either at the teaching program or the textual content of the lessons. The teachers do not use proper criteria in selecting the questions they are going to ask, or other daily tasks for the students. Teachers do not come to class equipped with the proper teaching manner, nor do they use the best methods in teaching. This lack of preparation and failure to pay proper attention to daily program, to the textual content of lessons and to teaching methods, leads to the neglect of important points in the program and, what is even worse, to grave scientific mistakes in the process of teaching. Thus for example the teacher of the first class at Vertop in the district of Berat, who had graduated from the pedagogical school several years ago, passed the alphabet lesson without using the exercise with movable letters, which were uncut in the alphabet books of the students. As a result, even as late as March, students read with difficulty and found it hard to form words by the use of typed words. The mathematics teacher at the Pojani school in the district of Korea, took problems from a strange textbook, without knowing exactly if they were suitable for his students, explained them badly and no one could understand what was going on. The fact is that no student was in a position to solve these problems. Teacher S.V. at the gymnasium of Gjinokastir, in treating the theme of arithmetical progression, made terrible mistakes, identifying arithmetical progression with the total of various stages of the progression. Physics teacher N. C. at the junior high school of Libohave, having no clear idea about the law on the refraction of light, explained this phenomenon erroneously to his students.

There is no doubt that if these teachers, and others like them, were better prepared for their lessons such mistakes could be avoided.

One might ask whether there is any kind of supervision of these teachers.

Unfortunately school directors do not supervise as much as they should the actual preparation that teachers make for their lessons, and they take no action against those who neglect this task. How can assistant director O. SH. of the secondary school at Kavaja supervise others when he himself is poorly equipped to teach mathematics?

2. Very little time is devoted to the explanation of new material, which is the teacher's primary duty in class 7' 10' - 12'. Frequently new material is introduced to the class hurriedly and in a superficial, dry manner, and thus fail to rouse the interest of the students. Most teachers enter class without being equipped with the figurative means which would help them to demonstrate concretely the new knowledge they introduce in class. In mathematics, and especially in elementary school arithmetic, most of the students who have been investigated do not use objects in their various calculations; they do not use tables in the study of the Albanian language; and in the natural sciences they do not use natural demonstrations whenever possible, but confine themselves to the use of tables and drawings on blackboards.

The principle of relating theory to practice and lessons to life is not kept in mind in all lessons. Therefore the many opportunities offered by the themes of the various lessons are not exploited to achieve this purpose during the process of introducing new material in class. Many teachers believe that only manual labor, the materials of politechnical education and practical laboratory work can help to establish the relationship of a lesson with life; and they forget that the establishment of this relationship should permeate all educational work and training in a suitable and rational manner. This in many cases lessons are of a purely theoretical character, detached from life and practical implementation. In the teaching of botany, wherein lessons are given on weeds and on ways to fight them, on the weeds mentioned in the textbook are cited (which cannot be found everywhere); and the weeds that are found near the school are not mentioned at all, although these are the weeds we see every day without knowing whether they are beneficial or harmful.

All these faults in the introduction of new material in class make the understanding of this material by students difficult.

3. In our schools proper importance is not given to the student's understanding of a new lesson, and to his independent work with new knowledge, in order that a student's knowledge will gain in depth, will stick in his mind, and will equip him with the ability to express the knowledge that he has gained. Some teachers pay no attention at all to the idea of strengthening this process, while others do it perfunctorily and purely as a matter of form. Some teachers summarize a lesson themselves after they have given it, while others ask the students questions at the very end of the class hour. All of these teachers fail to strengthen a student's knowledge during the explanation of new material, and ask questions only after they have completed their explanation - and these questions are not chosen carefully so that they will remain in the student's mind and attract their attention to the important points.

Many teachers continue to neglect exercises and practical laboratory work, which strengthen the learning process, whether a student is in class or is doing home work. It is known that such practical work enables the student to undertake independent work. Teacher M.K. at the Peshkopia pedagogical school, for example, has implemented only about one-fourth of the writing exercises specified in the program. Other teachers, as for example A. D. at the high school, do not select carefully the exercises they assign to students; these assigned exercises are either easier than the ones done in class, or harder. In the case of the former, not much work is required from the student; and in the case of the latter the student is faced with difficulties he cannot overcome and therefore stops trying to solve them. He comes to class either unprepared or with solutions he has copied from work of other students. In this way development for independent work is impeded.

4. Many serious faults mark the evaluation and control of a student's knowledge. In general the control of a student's knowledge has become a kind of a purpose for its own sake, is confined only to the idea of grading a student's work, and does not aim to help a student learn and get along with his school work.

In controlling the knowledge of students that is in finding out how much they know, much time is spent but results are based only on questions directed to a limited number of students. Only about half of the students are interrogated, and in many cases about 20 or 30 of them, while the rest are forgotten. Thus most of the class time is wasted, and a large number of students do no effective work at all.

Moreover, most questions directed to students require in answer only the reproduction of paragraphs from textbooks, which do not show the depth of a student's knowledge. In languages and mathematics, many teachers require only the repetition of results and formulas, rules and theories, on the basis of a mechanical memory, whereas the ability to use these practically and conscientiously is not explored at all. In some cases as for example at the gymnasium of Gjinokaster, questions are based on the material that has been used in class for a whole year, thus burdening the students unnecessarily and neglecting the opportunity to find out how deep a student's knowledge really is as far as it concerns the lessons for the day. This of course does not mean that questions should not touch on previous lessons when the lesson for the day has a close connection with themes developed in previous lessons.

Written examinations are often given in a purely formal way. Very often examination papers remain uncorrected and students who have given incorrect answers do not find out what the right answers are. In the junior high school of Ferme, in the district of Berat, the teacher had not corrected the algebra examination papers of his students in the sixth grade; and in the seventh grade, he had corrected only four of

the examination papers. In general written examination are not studied with a view of analyzing the type of mistakes made in them by the majority of the students or by certain groups of students; and even when these papers are corrected, no work is done to avoid the repetition of similar mistakes. And it is known the work in correcting typical mistakes can be of great help in deepening the knowledge of students.

The repetition of various lessons is often too mechanical. In general, this kind of repetition turns into an examination of the student's knowledge, instead of aiming at strengthening this knowledge, deepening it and enabling the student to retain it. The time used for this purpose is not spent to fill gaps in the student's knowledge by making appropriate comparisons and drawing general conclusions, but rather for examining what the student already knows and grading him on this knowledge. Through lack of a systematic review of knowledge gained in previous lessons, what has been learned in one term is forgotten in the next. The students in the fourth grade of an elementary school, for example had forgotten how to multiply by zero through lack of reviewing such a multiplication even though they were capable of doing more complicated multiplications. In the seventh grade, ever since the class had begun the study of equations, no exercises had been given in algebraic expressions. For this reason, in a written examination given to 138 students in the district of Berat, only 13, that is 10 percent, were capable of using algebraic expressions.

6. Examinations and marks are not always given in the correct way. In certain studies - chemistry, physics, history, ect. - marks are seldom given. In some cases students in one bimester or semester are classified only on the basis of one or two marks. Take for example the ninth grade at the Qemal Stafa gymnasium at Tirana. In the first bimester, 27 students out of the 36 included in this class had only one mark, and only eight had two marks. Then there are teachers who give bad marks to students simply because they do not behave well in class. These teachers, though rare, fill their books with negative marks and then deduce the final mark from them. As in the first case, wherein a student is classified only on the basis of a few marks, so. in the second case wherein marks abound, the marks do not represent the student's real knowledge.

The irrational division of class time, superficial explanations when new material is introduced and the ineffective organization of examinations and lessons that need to be repeated impede the imparting of retainable knowledge to the student and burden the students unnecessarily.

These faults and weaknesses have been pointed out before, and the fact that they still continue to exist as far as certain teachers are concerned indicates that the struggle against them has been insufficient.

What is the source of these faults?

First should be mentioned the lack of conscientiousness which every teacher should have in connection with his work. Some teachers think that they fulfill their duties when they teach a lesson well, irrespective of results of student progress. A teacher follows his educational program but does not care how much knowledge a student acquires. When he sees that more than half of his class has not mastered a new lesson, then he should see that something is amiss in his work, and he should take steps to correct it. The duty of a teacher does not consist only in giving lessons, but also in making sure that all his students understand his lessons and in helping them to make progress in their school career. And it should be noted that here we are not talking about teachers who are not conscientious, who trample over discipline deliberately and who seem to work only to pass the time.

It may be said that some teachers fail to show results even though they work hard, because they do not know how to work. It is true that we also have such teachers, but the point is that the teacher who is properly conscientious about his work will try constantly to learn how to do the best work he can. Unfortunately, we see that the endeavors of some teachers to widen their scientific horizons and increase their professional efficiency are meager. They have at their disposal the means to improve. Much literature has been published to help the teacher, but it is not utilized. Correspondence courses have been organized, and many other facilities have been made available to the teacher, but again few teachers profit from these opportunities. Therefore it is our duty to struggle continuously to make teachers more conscientious in the performance of their duties.

Secondly, there is the lack of rigorous supervision of teachers by directors of schools and educational organs.

All the faults that have been mentioned above could be avoided if there were strict supervision over the work of teachers, if the work of every teacher were analyzed closely, if concrete duties were specified for every individual teacher for the improvement of his teaching, and if all teachers were mobilized to fight for the elimination of these defects. However what improvement can we expect when directors do not properly supervise the work of teachers? As a typical example we might mention Mustafa Batushaj, director of a junior high school. During the entire year he had done no supervision at all as far as the work of grades five-seven were concerned. He himself has explained that "he has complete faith in the teacher"; and at a meeting of the pedagogical council, he praised their work both in relation to the content of their lessons and the methods they used to get these lessons

across to the students. All this in spite of the fact that the teachers under him had many faults, and that the 15 students of this junior high school were making little progress in their studies and only half of them received passing marks.

There are districts, as for example those of Tirana, Gjinokaster, Korca, Durres, etc., where educational supervision has been more effective. However, the efficiency of this supervision as far as the improvement of learning is concerned has suffered from the fact that it has not been fully coordinated. Classes have been supervised separately, as if they had no connection with one another; and supervisors have not analyzed the whole system of a teacher's methods of instruction, by taking into consideration all the material a teacher has used during a whole term. This kind of uncoordinated supervision tends to be superficial, since it uncovers only faults that are not of the first importance, while basic faults, which really effect a student's progress are undetected.

It is known that the progress of the student, which means the amount of knowledge he is able to assimilate, is not the result of a single lesson, but rather the aggregate of many hours in the class room and of various studies. Success depends on good planning for the whole term and on full preparation on the part of the teacher. It also depends on the full explanation of new material, effective exercises and examinations, good teaching methods, encouraging students to do independent work in connection with their studies and helping backward students. If all these elements are not taken into consideration, then student progress is impeded.

During the new school year, therefore, our educational supervision should be more effective, with particular attention to a teacher's methods of instruction. This is the only way to detect serious faults, improve the quality of teaching and increase the conscientiousness of teachers in achieving desirable results.

## II. THE ORGANIZATION OF POLYTECHNIC EDUCATION AND EDUCATION FOR WORK

We now pass to another very important school subject: the development of material for polytechnic education and education for work.

One of the more important tasks set by the Central Committee of the People's Republic of Albania in connection with the improvement of school work is the strengthening of polytechnic education and the education for work in our schools as one of the primary means for establishing a connection between schools and life.

Our endeavors for the gradual establishment of polytechnic education in our schools are continuing on the basis of the experience gained in our schools every year and on the basis of the experience of other socialist countries which have passed the educational stages in which we find our selves today.

Educational sections, pedagogical councils and school directors have devoted particular attention to work for polytechnic education. In spite of difficulties, we have achieved a certain success in organizing the material for polytechnic education. Particular progress has been made in elementary and high schools, whereas progress has been somewhat slower in junior high schools, especially in connection with cardboard, wood and metal work. Considering the particular importance of polytechnic education, we think we should analyze the situation as far as these materials are concerned, especially after school periods, and we should point out the necessary steps that must be taken to improve the work of students.

1. The number of different kinds of manual work performed in a large number of elementary schools has increased. Good work has been done in folding, decoration, in making simple objects, etc. Students have acquired certain dexterity in using the scissors and the needle, and they have learned how to model, etc. Good work has been done with potter's clay and cotton materials. Agricultural work, especially in rural schools, has proceeded successfully. Methodical literature printed for this purpose has been of much help, a large number of teachers have seen to it that students do work of a good quality, and they have also seen to it that this work gradually increases in complexity. This has been true of many elementary schools in the districts of Shkodra, Berat, Vlora, Gjinokaster, Korca, Elbasan, etc.

However, the following problems still remain to be solved in connection with manual work: first, every attempt must be made to make manual work available in all rural schools, since, with few exceptions, the number of rural schools that carry out the program of manual work is small. And the quality of this kind of work must be better than it has been till now. Since neither methodical orders nor materials are lacking for this purpose, with this end in view, we should help to brief seminars organized by pedagogical groups or sections. On the other hand, we should also see to it that agricultural work specified by the program is carried out in city schools too.

Cardboard work is one of the weakest points in our manual work program. With the exception of some initiative that has been taken in this respect at the schools of Shkodra, Tirana, etc., most classes have had little experience in work with cardboard. Endeavors must be made to provide schools with the needed materials for making various objects from thick and thin cardboard.

Many teachers have not yet regularly assigned manual work to be done at home, although students are eager to perform such work. We believe that assignments of manual work to be done at home will increase the creative initiative of students, will fire their imagination and will not tire them. Teachers, must therefore, practice the idea of individual assignments as well as collective ones.

It is important to give students tools that are appropriate for their age. With the help of funds from the agricultural cooperatives and other savings the district of Korca has provided most elementary schools with small agricultural tools. Other districts should take similar steps to assure good results.

2. One of the important elements in polytechnic education at junior high schools, which helps strengthen the feeling for work in students, is practical work with letters, wood and metal, as well as practical farm work in the school garden. Although better results have been achieved in this respect, too, as compared with the previous year, progress in increasing the various types of work has been slower than had been expected. On the positive side we might mention that the number of manual work rooms has increased in all districts, and they have been equipped better. In the district of Korca, 24 out of 36 junior high schools have manual work rooms. Cities like Durrës, Shkodra etc., have done good work in this direction. Junior high schools in Elbasan, Fier, Vlorë, etc., also have good manual work rooms. This is true of some large villages too. Another positive aspect is that in many cities, cadres have been well prepared for assigning wood work, which has improved the quality of classroom teaching.

Seminars have been held in every district and by the institute of better teaching for the benefit of teachers who are beginning to give a new course in manual work. As a result students have made good progress in city schools, have learned how to use their tools more efficiently and have become more adept in working with cardboard, wood and metal by using saws, drills, knives and other tools. They have learned to do carpentering, using both nails and screws; to cut metal with scissors, etc. The number of objects they make has increased considerably. They have made military belts, picture frames of polished wood, geographic instruments: compasses, astrolabes, boxes for wall bulletins, toys for children, cages for birds or rabbits, various educational instruments, etc. All this work is characterized by soundness, both from the practical and the esthetic point of view.

More importance has been given this year to the idea of drawing a sketch before making an object. All these things indicate that the experience necessary for improving the quality of manual work is being accumulated and used. Particularly excellent work in this direction



has been done by the "16 September" and "29 November" schools in the district of Durres, the "7th November" school at Bilisht, the school at Mali, the "Toma Kaleri" school at Elbasan, the high school at Fier, etc.

However, much still remains to be done for the achievement of satisfactory results in work with wood and metal. First of all, we should build manual work rooms in the villages also. Today even in the large districts (with the exception of that of Korca) only three-five junior high schools have manual work rooms. In the district of Shkodra, for example, only four village junior high schools have manual work rooms; and the district of Elbasan also has few schools with such rooms. We should remember that rural students too need to learn how to express themselves by work with wood. On the other hand, steps must also be taken to enable all city junior high schools to carry out the program for work with wood. With this end in view, we repeat once again that this program can be completed by building joint manual work rooms for two or three schools. It is not a good thing that in Tirana, for example, this program is carried out fully only in four junior high schools, and partially only in six others; while in the rest of the schools the program is hardly implemented at all, for lack of manual work rooms or equipment.

In the schools where work rooms exist and where this program is generally well implemented, the teaching leaves much to be desired. Frequently students never finish the work they start, waste too much material, do not use time to good advantage, neglect the esthetic side of the objects they create, and do not well organize the place where they work.

Another fault in teaching is connected with the replacement of wood by plywood in the work of the students. This is due to the fact that manual work rooms lack proper tools necessary for wood work. Educational sections should take immediate steps to provide necessary equipment for these rooms. The ministries of Education and Trade should help.

With few exceptions, the schools which provide students with work in metal plate, or with a combination of metal and wood work, are few in number. In daily life such combined work finds wide usage, and sections should insist therefore on a full implementation of this part of the educational program.

The agricultural work in the gardens of junior high schools has been improving. We now have gardens in many districts that can serve as models in spreading good experience to other schools. In general work done in gardens has improved, and we are endeavoring to relate theory with practice. At the Kavaja school called the "Three Witnesses," for example, the teacher of practical agricultural work, relying on the theoretical knowledge of students in the fifth grade on the composition of the soil, guides them to note the various kinds of soil and explains the importance of the soil in plant life when students dig holes for planting trees. He follows the same method in regard to the part of plants that is underground, etc.

The experiments demanded by the plan are carried out in many schools, and this helps in development of instruction along scientific lines. Thus the students of grades five-eight at the high school in Fier have carried out a series of experiments in connection with the planting of cotton by using shoots and seed, with irrigation and the use of fertilizer, and with various methods of planting potatoes.

On the whole more care has been taken in planting under the right agrobiological conditions and in planting well-known plants in certain villages. Students and peasants alike have paid particular attention to this kind of work. In the Bilisht locality, for example, a new record has been achieved in the growth of sugar beet. Cooperative members at Shkallnor (district of Durrës) have followed with great interest the results achieved at the garden of the children's home, where high quality agricultural work is done. And the peasants of the Mjete locality learned from the school garden how to plant peas, spinach and parsley.

Important work has been done this year in breeding livestock. Twenty-five schools in the district of Lushnjë and eleven in the district of Fier have organized small rabbit and duck farms, with some 40-80 ducks and rabbits. A similar initiative has been evident at Belsh, Lezhe, Skrapar, Sukth, etc. However, even so much remains to be done for the achievement of better results in school agricultural work.

First of all we should increase the acreage of land tilled by students. There are entire villages which lack gardens of the size specified in the plans of the ministry. In the district of Shkodra, for example, none of the school gardens are provided. Since we do not believe that city students should be deprived of agricultural knowledge, educational sections should see to it that the necessary land is assured for this purpose.

The organization of garden work is also faulty. Little attention is paid to working in squads, keeping notes, theoretical explanations on planting on a planned basis, the rational use of tools, the drawing of conclusions, etc. All these would help students to increase their agricultural knowledge. To correct these faults instructors should make careful use of all printed literature on methods.

For the first time this year the subject of home economics has been taught at junior high schools to provide girls with the knowledge necessary for a successful life. This subject was welcomed both by students and parents. In general the teaching of home economics has spread among city schools, but much less so in rural schools. Sewing, crocheting, knitting, patching, cutting, pressing, cooking, cleaning, etc. have been taught in these home economics classes.

Considering the importance of home economics steps should be taken to increase the number of classes in which this subject is taught. Where sewing machines are lacking, sewing should be done by hand. In cooking the resources of boarding schools and student gardens should be utilized. The Institute of Training and pedagogical councils should organize classes for the preparation of cadres that will operate in rural areas; and educational organs should provide cadres for city schools. The ministry will publish a text book on home economics for students. Educational organs should provide the required material basis for this work.

3. Our secondary schools give courses in polytechnic education, which establish a relationship between the schools and life, help students become familiar with the main elements of production and to take an active part in production. This is an important step on the part of secondary schools and will serve to train our youth for work, both from the psychological and the practical point of view.

To assure further progress in this direction six schools have been selected for experimentation in the development of polytechnic instruction with industrial aspects (Tirana, Shkoder, Durres) as well as agricultural aspects (Fier, Lushnje, Kavaje).

The results of work that has been done to the present are fairly encouraging. A large number of secondary schools, with the help of industrial and agricultural enterprises and the general mobilization of school and pedagogical directors, have achieved impressive successes in their educational programs. Work at school has been welcomed both by students and parents.

Let us now look at the successes that have been achieved. To begin with we should say that this year the number of schools which offer polytechnic instruction has increased. Work rooms have been more fully equipped with tools, and useful work has been done in these rooms. Thus in their works with metal the students of the seventh grade have learned how to work mechanically with metals and the use of tools that cut metals. Students have learned how to perform major tasks, such as cutting, drilling, etc. In some instances students have produced useful objects such as screw drivers, hammers, drills, saws etc, as well as models for the production of other tools. In other cases students have drawn sketches of technical objects.

Working with various elements of machinery, students of the ninth grade have learned how to make major machine repairs when they handle mechanized work - repairs that touch the basic principles of their education. They have acquired this knowledge by taking apart and reassembling various kinds of machines. Good work in this direction has been done at the "16 September" gymnasium of Durres, the "29 November" gymnasium at Shkoder, the Red School, the "Kosova" school, the "January 11" school at Tirana, and the gymnasiums of Elbasan, Korca, Gjinokoster, Vlora.

Eighth grade students in the schools of agricultural centers have learned, in their courses on the cultivation of plants, the various ways of tilling the soil and the use of agricultural implements. They have also acquired agrotechnical knowledge on the cultivation of the main agricultural crops (grains, industrial plants, fodder). Ninth grade students have learned how to breed all kinds of livestock and to build stables for domesticated animals. Students of this same class have learned the characteristics and construction of agricultural machinery, such as combines, plows, etc. This knowledge has been gained through practical work in agricultural cooperatives, state farms, tractor and machine stations and school gardens. The best results along these lines have been achieved by the high schools at Lushnje and Fier.

For the first time this year, a two-hour a week course in practical production was introduced in tenth grade classes. In city schools this course was given near industrial plants, while in agricultural centers it was given near agricultural enterprises, cooperatives and the land set aside for the use of gymnasiums. It should be noted that, in spite of many difficulties, the results have been achieved surpassed expectations, both from the point of view of the number of schools that gave this course and from the point of view of the quality of the work that has been done. This success was made possible by the help given to students by workers, engineers, peasants and enterprise directors.

In cities students have used various industrial machines in working with textiles and cotton materials, in melting metals, in automobile repairs, in generators, etc. All this work has been accomplished according to plans provided by the ministry; and it should be added that in general the demands of these plans have been met. In agricultural centers this kind of work has followed an agricultural calendar provided by the ministry, which did not specify preliminary practice with models prior to the making of various objects.

Through this production work the students have made many useful objects, following the plans provided by industrial enterprises. In some schools students have also taken examinations which classified them into certain groups according to their productive capacity. In Shkoder, for example, five students out of 47 proved their ability to be categorized with group 2; and in working with cotton materials, four students out of 37 won the right to be classified with category 3, while the rest were categorized with group 2. In Elbasan, from a group of 64 students who were examined, six were categorized with group 4, 20 with group 3, and 38 with group 2. In Durres 34 students won the right to be placed in category 2, while some others were placed in category 3. Good results in practical production have also been achieved by the tenth grade of the Red School and the "Qemal Stafa" gymnasium at Tirana, as well as at the "Raqi Qirinxhi" gymnasium at Korca.

Obviously practical productive work in our schools does not yet aim to place students in the category of workers; but nevertheless we call it a positive step in the right direction that students have proved their ability to be included in some category as workers.

Practical production agricultural work has also gone well in our schools, especially at Fier, Bilisht, Lushnje, Kavaje, etc. Students have worked with special care in applying agrotechnical laws, have kept notes; and, wherever they work in schools gardens (in Fier and Kavaje, for example), students have tried to surpass the productivity of members of cooperatives.

School directors have pointed out that production work has imbued students with the right feelings for work, and there have been no occasions where discipline has suffered.

All these facts are encouraging and show that it is possible to improve further our work for increasing the courses of polytechnic education and to achieve new progress. During the new year we shall give ninth grade classes in automobile and electrotechnic studies from the industrial point of view, while schools that emphasize agricultural studies will study the tractor instead of the automobile.

In including these new subjects in ninth grade classes we complete the cycle of polytechnic studies as specified in our program projects. With this end in view, it is necessary to provide better equipment for manual work rooms that have been built near schools; make certain that the equipment is used by at least two schools; and build work rooms for the schools that lack them. The help of enterprises will be needed for this purpose. On the other hand, the cadres that will give instruction in these rooms should be prepared more carefully. We have come to the conclusion that during the new year students in cities should work not only in workshops and factories, but also in construction, because we will soon feel the lack of construction workers since most students go into industrial production. For the improvement of practical agricultural work during the new year, we shall continue our regular programs but not only on the basis of an agricultural calendar since that is the only way for students to see the results of their own work. To improve work done in connection with polytechnic studies, school directors and inspectors, and the Ministry of Education, should work harder for the desired results. Moreover, existing textbooks should also be completed and improved.

4. One of the duties that is particularly emphasized by the Central Committee of the People's Republic of Albania in its resolution on the improvement of school work is the education of the younger generation in love for work. To achieve this, we need not only the training students get in school, particularly in polytechnic studies, but also their participation in social work and self-service. Such activities are helpful to the students' love for work.

During this school year social work, which is beneficial, was organized more effectively, and consumed some ten-twelve days of the school year. According to their age, students worked in the maintenance of gardens, for the preparation of school instruments, for the improvement of sports equipment, for keeping school lawns green etc. Many students also worked in keeping city and village lawns green, helped cooperative members in agricultural work, and helped enterprises to keep courtyards and machine parts clean, etc.

Moreover, after the school year ended, social work was organized according to a regular program in all schools, except in the district of Durres and Tirana. This taught students how to work at various tasks. Now we must profit from the experience of this school year so that good social work will have the desired effects. First of all, we should not expect children to do work that is unsuitable for their age, since such work would not only hurt them physically, but will also have a negative effect educationally. On the other hand, we should not allow students to do sloppy and perfunctory work. On the contrary, social work for students should be organized effectively so that every student will see the fruits of his own work. We should organize competitive contests, form cadres and brigades for work and announce the results of this labor. In this way we will develop an incentive for work and the students will be educated to like work.

Aside from the beneficial organization of social work during this year, many districts have taken the initiative to put into practice the idea of self-service in urban schools. At the economic and Financial Technical Institute, the polytechnic school "7th November," the Tirana "Kosova" School, the Elbasan "Q. Garanaku" school, and various schools in Korca and Gjinolaster, student organizations have implemented the principle of self-service in keeping their own rooms clean, take care of school grounds, etc. The experience of these schools shows that students are perfectly capable of taking care of their own schools. In all these schools cleanliness has prevailed through the efforts of students.

Starting with results already achieved, we believe that during the coming school year self-service should be practiced in a large number of boarding schools, and that the idea of self-service should be extended to schools of all categories, from the third grade and upwards, taking under consideration the age, the physical capabilities of students and guarding their health. Students may participate in keeping their class rooms clean, planting trees, keeping books and educational instruments in good order, maintaining discipline, keeping courtyards and sport fields clean, etc. Older students may participate in repairing furniture and school buildings. Besides these tasks and the work students perform in keeping bedrooms and dining halls clean, boarding school student may even patch clothes and wash small articles like socks, handkerchiefs, etc.

It is believed that even students of technical schools and other higher institutions of learning should take a hand in taking care of laboratories, clinics, study rooms, etc., and they should participate in cleaning agricultural school plots, dining halls, rest rooms etc.

Educational organs, in cooperation with youth and mass organizations should explain the performance of these duties to students and parents so that they can be understood fully and so that the school will be able to depend on them.

On the other hand, school directors, educational sections and teachers should take steps to organize this kind of work effectively from the very beginning of the school year, see to it that it is not neglected throughout the year and spread the beneficial experience gained therein.

### III. DISCIPLINE AND GOOD BEHAVIOR

Along with successes in teaching and learning, our schools have also made progress in the moral and ideological education of students. Educational work and teaching methods have been improved from year to year. Here we shall speak only about the moral aspects of education and the behavior of students.

School discipline and student behavior are explained in the "Rules for Students" which is the law of school life. This book of rules includes all the duties that the student has in school, outside the classroom, in the family and in society in general. Unfortunately these rules are not fully implemented. Discipline is often trampled upon both in school and outside it, at home and in public places. No organized effort has been undertaken to familiarize students with these rules, and to see to it that students behave according to these rules.

With few exceptions, at all schools that have been investigated with this purpose in mind, there were students who were absent without good reason, and students who came to school without having done their home work, without books or notebooks. It is understood that such behavior impedes the educational progress of students. This sort of behavior is particularly prevalent in rural junior high schools.

Many students, especially in the cities, have no respect for their teachers, for their parents and for all grown-ups generally. Teachers, school directors, leaders of youth organizations and Pioneers do not pay much attention to these signs of bad behavior, or at least they remain indifferent. Some teachers often complain that their students lack discipline and behave badly, but they do not analyze this behavior in the meetings of the pedagogical council, so that they can learn how to develop a conscientious discipline respect for the rules of conduct in their students, and how to implement the book of rules that have been drafted for this purpose. All this in spite of the fact that regular meetings are held in schools by the pedagogical council to discuss measures that may be taken to discipline students who have broken the rules or have insulted this or that teacher. These council meetings discuss and decide if a student should get a lower mark for conduct or whether he should be expelled. We are not opposed to measures that are taken to discipline students who have broken the rules or have behaved badly, since such measures also have their own educational values; but it should be noted that the proper place to discuss such measures is at the meetings of the council.

Why is it not analyzed how parents, teachers, class monitors, youth and pioneer organizations should work to teach students how to speak like educated people, respect discipline and older people, etc?



Not only are there no fruitful efforts made in this direction, but it also often happens that the teacher himself, through his weak attitude towards work and his incorrect behavior, sets a bad example for his students. There are teachers who break school discipline and rules; come late and unprepared to class; look dirty and unshaven and badly dressed, etc. This happens more frequently in rural schools, which are situated far from the reach of inspectors; but occasionally we see such spectacles in urban schools too. Then there are other teachers who use the kind of language that is not suitable for an educator or a cultured person, speak harshly to students and insult them by using unnecessary words.

Some teachers, on the pretext that they wish to be close to students conduct themselves in a manner altogether too liberal towards them and hold discussions back and forth without trying to guard the respect that each should have for the other and without keeping in mind the difference that exists between student and teacher.

All these things are a bad influence on students and their conduct, and obstruct progress in their studies, and at the same time damage the authority of the teacher, which we are trying to raise higher and higher.

During the new school year we shall endeavor to strengthen school discipline and improve the conduct of students. School directors and educational organs should be severe with those teachers who set a bad example for students and thus lower the prestige of the schools.

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Comrades! During the new school year we shall pay particular attention to the solution of the following problems, since their solution will improve all educational work:

1. The struggle for improving the quality of teaching and assuring faster student progress remains one of the chief duties for schools in all categories, for all educational organs and workers. For this purpose we should take the following steps:

First, we should pay special attention to the quality of teaching so that teaching methods will be improved continuously -- so that teachers will have the right scientific ideas, will be able to explain new material fully, and will offer students instruction in a way that will enable them to retain the new knowledge they acquire. With this end in view we should demand that teachers:

- Must be more serious in the preparation of their daily lessons, in the selection of new material that is to be offered in the classroom, in assigning work to be done in class or at home, in arranging the various objects that are used to make lessons concrete, and in the development of all types of practical work.

- Must use the time in the classroom rationally so that students will profit as much as possible from the instruction teachers offer them.

- Must use the best possible methods, and the most suitable, so that the acquisition of new knowledge will be easier and more readily understandable.

- Must allow enough time for the presentation of new material, by using special and carefully selected exercises in the study of mathematics and languages, and experiments in the natural sciences, etc.

- Must devote particular attention to the process of making students more active, inspiring them with the desire for independent work and creative activities. Instead of following the example of many teachers of mathematics and languages, who call a student to the blackboard for the solution of a problem and order the other students to solve the same problem in their notebooks (which does not mean that each student will solve the problem through his own efforts), teachers should be required to have students solve all problems independently in class; and every teacher should make certain that each student is doing his work without help from others. By watching students and seeing to what extent they are capable of working independently in class, a teacher can learn what knowledge each student is acquiring and retaining; and he will be in a better position to separate the poor students from the good ones, and to decide how difficult the problems and exercises that he assigns for home work should be.

Secondly, we should have a stricter supervision over the knowledge that students acquire and over assignments for home work. Supervision over the work of students and verification of the knowledge they possess play an important role in raising the quality of teaching and learning. For this purpose we should:

- Demand that teachers examine systematically notebooks wherein students have worked out class and home assignments, especially in the study of mathematics and languages, not only to make certain that exercises are worked out regularly and neatly, but also to get an idea of the quality of knowledge that a student has acquired and of his ability to solve problems. To save time, the teacher should examine these notebooks not in class, but outside it. School directors and

inspectors should supervise more rigorously the examination of notebooks this year. We should no longer allow students to neglect old notebooks for the sake of getting new ones; and we should no longer allow students to tear up their old notebooks, which is even worse. Student notebooks reflect the work of the teacher. Students should be taught to keep notebooks in good condition from the very beginning of the year, since this practice also means more effective supervision of a teacher's work.

- On the other hand, we should strengthen our supervision over a student's acquisition of knowledge by eliminating the practice of wasting time with unnecessary questions and excessive intervention on the part of teachers. Questions should be carefully thought out so that they will reveal how much a student knows; and examination forms should be worked out with greater care so that more students can be examined in less time. All students should pay close attention to the way each student answers a question, so that they will all be ready to make the necessary corrections, since in this way the knowledge of the entire class can be supervised. This point is of particular importance since on the one hand it raises the quality of teaching and compels the student to be well prepared for his lessons; and on the other hand, the student corrects his mistakes and completes his knowledge from the answer other students give.

In connection with the supervision of the knowledge of students we should explain two important steps taken by the Ministry of Education:

a. On the basis of requests from many teachers, the ministry decided that beginning with this school year, schools of general education should divide the school year into three-month periods, instead of four bimesters, and eliminate grade examinations, with the exception of the final examination for the fourth grade and the graduation examination for the ninth grade. It took this step to improve the quality of teaching to achieve a more effective supervision over the knowledge acquired by students and to relieve students from excessive burdens toward the end of the school year. However, it should be noted that the division of the school year into three-month periods instead of the former four bimesters must not be taken to mean less supervision, especially now that annual examinations have also been eliminated. The elimination of these examinations means a stricter daily supervision over the knowledge of students.

To assure the effectiveness of this supervision, students should be given tests, not on the lesson of the day, but rather on important themes of the educational program, after these themes have been well developed through repetition. Such written tests should be given in languages, literature, mathematics, physics and chemistry, and should

be given only once a month, which means three in a three-month period. Schools will be sent a methodical order on the subject of supervising a student's knowledge. There is a danger that some teachers anxious for the three-month marks, may neglect to give these tests till the end of the three-month period, and in this way annual tests may turn into three-month tests. It may also happen that too many tests will be concentrated in one week or one day, which would be a burden on students and might be harmful to their studies. To prevent such an eventuality, teachers must plan supervisory tests according to a regular three-month schedule, specifying how many tests he will give and when he will give them, and keeping in mind that students of one class should not have more than two tests of this sort a week, and not more than one in one day. This matter should be decided upon by school directors when they make three-month plans.

b. In order to have a unified evaluation of the knowledge acquired by students, we think that this year we shall begin to use certain norms for the evaluation of a student's progress in mathematics and languages in elementary, junior high and secondary schools. This step will also help in raising the quality of teaching. These norms were used experimentally last year by certain teachers in the districts of Tirana, Shkoder, Korca, and Elbasan. Teachers who undertook these experiments expressed different opinions of them: some think highly of them particularly for rural areas; while others did not think them useful. These norms have been corrected on the basis of these opinions and in accordance with conditions that exist in our schools. We think we should put them at the disposal of teachers this year so that they may be used in evaluating a student's work. Like everything new, their implementation will run into certain difficulties. It is therefore the duty of school directors, assistant director and inspectors to apply these norms from the very beginning of the school year, and they should see that these norms do not serve to make a student's work more difficult, but to make teachers more conscientious so that their teaching will improve in quality. Moreover, every school and district should analyze the results achieved through these norms at the end of every three months; and on the basis of this analysis they should make suggestions to the ministry at the end of the year.

2. School directors and inspectors should exercise stricter supervision over the work of teachers.

School directors and district inspectors have the possibility to exercise a close supervision over teaching. School directors and their assistants are carrying now a lesser teaching burden so that they will have more time for supervision. As for district inspectors, their number has been increased in every district, so that now one inspector supervises from 20 to 30 schools and from 100 to 120 teachers.

Starting with the first days of school, directors and their assistants should concentrate their efforts in supervising the method a teacher uses in teaching one single program theme, and not on the number of hours spent in teaching at different times. With this end in view, it is necessary to make very careful preparations for the task of supervision. Particular attention must be devoted to the way a teacher has taught a certain theme (how many hours he has spent in teaching it, how many tests he has given or what practical work he has assigned, how often he has repeated explanations or to what extent he has supervised the work of his students, etc.). In other words, a teacher's work in the classroom must be looked at from every angle so that it can be known how successful he has been in imparting knowledge that students can retain. Directors should also visit classrooms and see how sound the lessons are from the point of view of science, ideology and methodology. Finally the knowledge, capability and skill of students should be strictly supervised by school directors and their assistants by examining student notebooks, the tests students have to take, the progress that a class makes as a whole, the answers students give, orally or in writing, to questions that have been asked by the director through the teacher. Supervisory work of this kind will yield sound conclusions on the effectiveness of a teacher's work, noting successes and faults alike, and specifying concrete tasks for future work.

The evaluation of a student's work should not be based on the marks he gets but on the quality of the knowledge he acquires, his ability and skill, verified by the school director, assistant director and inspector. In this way a teacher's work will be judged on the basis of results, leniency in giving marks will be avoided and the quality of teaching will improve since teachers will be more conscientious in their work.

To improve the quality of teaching, it is also necessary to strengthen the role of the pedagogical council. There should be more criticism and self-criticism in educational work. All teachers should be concerned with general educational problems which are pointed out by the analysis of classroom work. The pedagogical council should take under consideration not only classes with a record of weak performance, but also the system of teaching used by individual teachers in courses where little progress is made.

School inspectors should supervise not only the teaching methods of teachers, but also the system used by school directors in supervisory work; and they should help directors toward the realization of a more fruitful supervision.

3. In view of the fact that the quality of teaching depends on the teacher and on his general preparation for discharging of his duties, school directors and educational organs and especially the Institute of Training and pedagogical groups, should take steps to raise the theoretical and methodical quality of teaching. For this purpose they should take the following measures:

First, the methodology of a teacher's work, inside and outside the school, should be organized more effectively. Groups concerned with teaching methods and committees concerned with the preparation of courses, should be more energetic in their work. This point has been emphasized many times before. However, these groups still show considerable weaknesses since their work is insufficiently organized and educational organs do not supervise their work effectively. Their work is perfunctory and in many cases totally unorganized. Of the 20 teachers that were supposed to attend the conference on methods of teaching at Ura Vajgurore (Oil Bridge) in the district of Berat, ten of them were absent -- among them the very man who was going to write a report on this conference for the ministry. But since a ministry inspector was present at this conference, its chairman was obliged to write the report himself. In Stalin the conference on methods had held two or three meetings by March.

Educational sections and pedagogical groups should organize seminars and meetings on actual methods used in presenting different courses in class, particularly courses in the Albanian language and mathematics which suffer from peculiar weaknesses. They should organize practice teaching with new and inexperienced teachers, so that they will learn how to implement the most important parts of the educational program, how to prepare themselves for each individual lesson, how to measure the effectiveness of their teaching the practical work of students, how to carry out experiments and become acquainted with educational instruments, etc. Pedagogical and high schools should serve as centers for the discussion of teaching methods by all district teachers. Pedagogical groups should give special help to rural teachers.

During this school year we will have a number of important documents that will help us to improve educational work:

a) Methodically written papers on language teaching in elementary schools.

b) Methodically written papers for the teaching of languages in junior high and high schools.

c) Methodically written papers on the teaching of mathematics in junior high schools.

These papers are the result of certain supervisory tasks the ministry carried out in some districts, and they raise questions that concern the improvement of teaching in these subjects. They should therefore be carefully considered and implemented by every teacher. It is the duty of school directors, chairman of course committees, inspectors and those concerned with methods of teaching to help and rigorously supervise the implementation of the content of these papers, and to analyze the results of this implementation at the end of every three months.

To give more effective help to elementary and rural school teachers who teach collective classes, some books will be published this year on the teaching of mathematics. In these books lessons on this subject are planned hour by hour. Moreover, for the third grade of rural schools that have collective classes, certain tables have been prepared and will be used to teach students independently of the teacher, while the teacher is instructing another class.

It is the duty of school directors, inspectors and pedagogical groups to urge teachers to master and implement these materials so that their work will be organized more effectively.

Secondly, we should increase our efforts in studying and spreading the experience of the best teachers. All means at our disposal should be used for this purpose by directors, inspectors, the Institute of Training and pedagogical specialists of secondary and higher institutes of learning should concern themselves with this problem. First of all we should determine which is the best experience in teaching and then go to work in acquainting every teacher with it.

Pedagogical readings should be organized with greater care during the recess after the second three-month period (March); and the texts for these readings should be distributed to teachers at the very beginning of this school year.

Then exhibits should be organized at the Institute of Training, pedagogical centers and schools, where teachers will demonstrate the best experience in teaching, students will show their best written work, and teachers will also show some of the objects they made for teaching purposes, etc.

The best teaching experience should receive full publicity in the press and in the periodical 'People's Education'.

Thirdly, we should show greater concern for teachers who study by correspondence. We should admit that those who study by correspondence are not making very good progress. In the district of Gjinokaster 78 teachers were registered for correspondence courses at the pedagogic school, but only 46 of them took the examination; and from the latter number, ten passed in January and 13 in March. Of the 25 junior high school students who registered for correspondence courses, only 12 actually pursued them during the first semester. Can the comrades of Gjinokaster be satisfied with this situation? We can see any objective reasons which impede progress in correspondence studies, particularly for elementary school teachers who take such courses at the pedagogical school. Many facilities and possibilities have been created for them. The main fault stems from lack of interest. This is another issue that we must be seriously interested in. The director of the school where teachers study by correspondence work, should supervise the daily work these teachers do in connection with their courses, and see to it that each individual carries out the plan of study that he must have presented to the director. The directory may also place these teachers under the tutelage of more capable teachers in the same school; and from time to time, he should discuss in the meeting of the pedagogical council the situation of his teachers who are taking correspondence courses.

The educational section should be more careful in its registration work and in organizing consultations between the two sessions. Registrations at correspondence schools should be checked again at the August meeting of the educational section, at which the entire problem of study by correspondence should be vigorously discussed; weaknesses should be pointed out and definite tasks should be set for teachers. The new rules and new plan for the study by correspondence, printed for the pedagogical schools, make the work easier for teachers and they are therefore obliged to work harder and produce better results.

Pedagogical schools, on the other hand, should organize monthly consultations more effectively for rural teachers, and weekly consultations for urban teachers.

Many districts now have a special inspector for cadres; and he should take a particular interest in the qualification of teachers, so that there will be a real turning point in this direction.

4. Polytechnic courses should be organized more effectively, and education for work, which is the primary means of connecting education with life and raising the quality of teaching, should be strengthened. For this purpose these steps should be taken:



Necessary measures must be put into effect so that the number of classes in rural and urban schools fulfilling the program for practical and agricultural work will increase. Schools must assure for themselves the help of industrial and agricultural enterprises so that they will not lack any of the materials they need. Greater demand for increased efforts must be made on teachers who instruct students in polytechnic subjects; and greater demands must be made on students for harder work that is both qualitatively and esthetically superior.

The dissemination of experience gained thus far in the development of polytechnic education in elementary, junior high and secondary schools should be organized more effectively. With this end in view, consultations and reciprocal visits should be used extensively, not only within a district but also outside it, so that teachers will become familiar with the methods used by other teachers.

The social work done by students should be organized as soon as possible; and careful preparations should be made in connection with this kind of work, providing the proper materials and tools students need in this activity, which should be as attractive as possible for them.

From the very beginning of the first three-month period self-service should be established in all schools and it should be extended in boarding schools. The necessary preparations for the establishing of self-service should continue throughout the first three-month school period.

5. School discipline should be strengthened and students should receive better training in good conduct. The following steps should be taken for this purpose:

From the very beginning of the school year we should establish a strict internal order in our schools. Every teacher and class monitor should work with students for the achievement of this orderly regime, with full reliance on youth and Pioneer organizations.

Schools and their directors must work systematically for the implementation of the "Student Rules," so that these rules will be part of the education of every child from the lowest grades upwards. To achieve this purpose both teachers and class monitors should take care to make similar demands on students regarding their conduct in class and recess periods, the proper use of time, the protection of collective property, self-service, hygienic regulations, conduct in public places and streets, and proper conduct and respect for older people and their own contemporaries. And teachers should see to it that students behave properly on all occasions.

Teachers should themselves set a good example on obedience to school regulations, in work discipline, and proper behavior and appearance on all occasions.

School directors should have three main aims in view in strengthening discipline and in training students to conduct themselves properly: they should discuss this problem repeatedly with the entire teaching staff in the pedagogical council; they should discuss it with the entire student body through the help of the youth and Pioneer organizations; and finally they should discuss it with parents so that the ties between schools and the home will be strengthened, by cooperating with women's social organizations and professional unions.

Comrades! The First of September, when school begins, is approaching. Till then, besides the duties already mentioned, we also have some others to which we must attend, as for example:

- To complete preparations for the new school year.
- To ascertain that all categories of students, according to the state plan, have been registered, and that all scholarship business has been completed, etc.
- To make sure that all preparations have been made for the cultural and sports events for the celebrations of the 15th anniversary of the Liberation of our country.
- To organize August meetings with teachers, etc.

To achieve all these and other goals during the new school year, we have to provide a real and carefully thought out leadership, and a better organization of school work. We believe that we have the vital forces for the achievement of the goals set by the party and the government - the forces provided by our teachers, by school and district cadres - all of which are capable of providing a better education for the younger generation during the new school year. The festivities of the 15th anniversary of Liberation, which coincides with end of the first three-month school period, will be marked, we hope, with better results in the quality of teaching and the progress of students.

Czechoslovakia

EDUCATION IN SLOVAKIA DURING THE SCHOOL YEAR 1958 - 1959

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Primary Schools

The primary schools are responsible for the general education and instruction of children from the age of three years until the time they are ready to enter the schools of secondary level. The care provided by the primary schools enables the children's mothers to participate actively in economic, political and cultural life.

As of 30 November 1958 Slovakia had 1,777 primary schools. Out of these 22 provided 12 hour care, 926 provided 24 hour care, and 829 provided care of less than eight hours.

The development of primary school progresses in the right way as shown by the fact that the number of schools with 24 hour or 12 hour care increased and the number of schools with care of less than eight hours decreased. In comparison with the year 1957 the year of 1958 saw an increase in the number of 24 hour care schools from 17 to 22 [sic] and an increase in the number of 12 hour care schools from 778 to 829 [sic]. The number of schools with less than eight hour care decreased from 954 to 925. [sic].

As of 30 November 1958 the primary schools had 2,337 classes, that is 89 classes more than in the year 1957. The development of classes showed the same trend we observed in the development of the schools, i.e. the number of classes with less than eight hour care decreased and that of classes with 24 hour or 12 hour care increased.

The number of children enrolled in primary schools increased from 74,662 to 77,416, an increase of 2,754 since 1957.

The number of children enrolled in primary schools whose mothers work increased from 44,347 to 46,977.

### Secondary Level General Schools

In the school year 1958/1959 Slovakia had 4,134 secondary level general schools, that is 13 schools more than in the school year 1957/1958.

The number of national schools fell from 3,025 to 3,006, i.e., 19 schools, as the fully organized national schools were converted into secondary eight-year schools.

Since the school year 1957/1958 the number of eight-year schools increased by 17: from 967 to 984. The establishment of new eight-hour schools is carrying out the intentions of the School Law of 1953 and the principle that all children should be able to study in a fully organized eight-year school.

The number of eleven-year schools also increased in comparison with the past school year. It increased by 15, or from 129 to 144.

The beginning of the academic year 1958/1959 saw the establishment of the following eleven-year schools:

UNV (Ustredni Narodni Vybor - Central National Committee) Bratislava:

1. Bratislava - Dubova Street
2. Bratislava - Vazova Street

KNV (Krajsky Narodni Vybor - Regional National Committee) Bratislava:

3. Vybove
4. Senec - Jelelnickeho
5. Trnava - Bottova Street

KNV Nitra

6. Hurbanovo - Skolska Street 424
7. Zelizovce - Hlavna Street

KNV Banska Bystrica

8. Poltar
9. Rm. Sobota

KNV Zilina

10. Varin
11. Vrutky

KNV Kosice

12. Spis. Podhradie

KNV Presov

13. Presov

14. Spiska Stara Ves

15. Stropkov

Since the decentralization the establishment of eleven-year schools has been the responsibility of the national committees.

In localities where the number of 6-8 grade students is too low to warrant the establishment of a separate eight-year school and where the local students cannot be integrated into eight-year schools of other communities because of too great distances, the national schools will organize departments or classes for students of grades 6-8, thus enabling these students to continue in their education. The number of national schools with departments for 6-8 grade students decreased from 42 to 28 since the last school year. On the other hand, the number of national schools with additional classes for 6-8 grade students increased from 29 to 34.

In comparison with the school year 1957/1958 the number of classes rose from 19,592 to 20,705, that is by 1,113 classes.

The increase is distributed as follows:

Grades 1-5	699 classes
Grades 6-8	354 classes
Grades 9-11	60 classes

Total        1,113 classes

As of 30 September 1958 the secondary general schools had 651,090 students, . . . more than during the school year 1957/1958. In addition to these the eight-year and eleven-year schools had 22 ninth grade classes for girls with 594 students which were not included in the given number of students and classes. The aforesaid classes which were added to some eight-year or eleven-year schools temporarily for the school year 1958/1959 only, were instituted for girls who had successfully passed the eighth grade of a secondary school during the school year 1957/1958 but had not been accepted into a special school, and apprenticeship position, or into the work process.

In comparison with the past four years the percentage of students who had to repeat a grade was as follows:

	School Year			
	<u>1955/1956</u>	<u>1956/1957</u>	<u>1957/1958</u>	<u>1958/1959</u>
Grades 1-5 repeaters	8.1	7.3	6.3	6.1
Grades 6-8 "	8.5	8.1	6.5	5.4
Grades 9-11 "	1.6	2.6	1.4	1.8
Grades 1-11 "	7.9	7.3	6.1	5.7

From the above table it is evident that the percentage of repeating students has been decreasing steadily every since the school year 1955/1956. In comparison to last year the greatest decline in the number of repeating students, i.e. 1.1 percent, occurred in grades 6-8 the grades which in the school year 1955/1956 had the greatest number of repeaters. In the sixth grade, which in the past had the greatest number of repeating students, the percentage of repeaters fell from 9.9 percent to 7.7 percent during the last school year. It is an undesirable state of affairs, however, that even now still a large percentage of students, i.e. 7.7 percent, has to repeat the first grade. The percentage of students who have to repeat the first grade has increased from 7.3 percent to 7.7 percent during the past school year.

Statistics show that in comparison with the preceding school year the number of class rooms in secondary general schools increased by 480. During the same time period the number of classes increased by 1,113. Investment building was not able to build enough rooms for even half of the additional new classes. Consequently the number of students who had to study in shifts increased by 18,267 or from 171,376 to 189,652. Expressed in percentages the number of students who had to study in shifts rose from 27.4 to 29.1 percent.

In the sector of education investment in building is faced with major demands as in the school year 1958/1959 Slovakia's schools were short of 6,011 class rooms. During the preceding school year the secondary schools were short of 5,399 class rooms. In the future investment building will be faced by greater demands still, as school attendance is to be lengthened to nine years in accordance with the objectives expressed by the XI Congress of the KSC [Komunistická Strana Československa - Communist Party of Czechoslovakia].

In the course of the school year 1958/1959 the organization of teaching in grades 1-5 of the national schools improved considerably. In comparison to the last school year the number of one-class schools decreased by 56 from 1,250 to 1,194 schools. The number of two-class schools decreased by 23, from 1,110 to 1,087 schools. The number of three-class schools increased from 331 to 361, or 30 schools, the number of four-class schools from 132 to 148, or 16 schools, and the number of five-class schools from 202 to 216, or 14 schools. Out of the 1,194 one-class schools 907 have methods patterned after the Soviet model.

During the school year 1958/1959 the secondary general schools had an organization of 284,356 pioneers. Besides this they had 187 organizations of the CSM [Czechoslovenska Mládež - Czechoslovak Youth] with a membership of 27,800 students.

The extra-curricular activities of secondary schools develop in the schools' voluntarily organized interest groups which supplement the schools' teaching and instruction in a desirable way by gearing their activities to the particular needs and interests, and to the future occupations of individual students.

In the school year 1958/1959 the secondary schools had 2,116 technical groups with a participation of 38,222 students at 1,368 schools; 3,287 plant and animal cultivation groups with a participation of 72,220 students at 2,413 schools; 1,116 curricular subjects groups with a participation of 23,216 students at 582 schools; 2,781 esthetic subjects groups with a participation of 70,029 students at 1,446 schools, and 1,624 physical education groups with a participation of 37,104 students at 854 schools. All together the secondary schools have 10,924 groups with a participation of 240,791 students at 3,590 schools.

In grades 9-11 of the secondary schools there are 27,792 students who besides studying Russian also take a second living language.

The secondary schools offer elective subjects. As a rule, however, only those students whose progress in the mandatory subjects would not be hampered by their participation in elective subjects are allowed to take up the latter. The students are not supposed to spend more than four hours a week with elective subjects and with work in the study groups,

During the school year 1958/1959 Latin was taught in grades 9-11 as an elective subject, 8,392 students in 336 sections at 119 schools choosing that subject. Mechanical drawing was chosen by 4,832 students of grades 9-11 and taken in 223 sections at 84 schools. Conversation in foreign languages was the choice of 11,934 students of grades 9-11 and was taught in 402 sections at 84 schools. Music was chosen by 15,356 students of grades 8-11 and taught in 551 sections at 292 schools. In grades 6-8

home economics was taken by 38,301 students and taught in 1,123 sections at 408 schools. Other elective subjects were taken by 2,077 students of grades 6-11 and taught in 94 sections at 25 schools.

In accordance with the resolution of the XI Congress of the KSC the length of school attendance should be gradually extended from eight to nine years; the 11 year secondary schools will eventually become 12-year schools. In the school year 1948/1959 there were five experimental 12-year schools in Slovakia, in Bratislava-Krasnany, Nitra, Ruzomberok, Kosice, and Michalovce.

#### Extension Studies at Secondary Level General Schools

During the school year 1958/1959 the secondary level general schools offered the following forms of extension studies: evening courses, correspondence courses, courses for externs, individual plan study courses, high school degree preparation courses, courses of subjects taken from the eight-year school curriculum. Teaching is done in 189 classes in which 3,448 students are registered.

#### Extension Studies in Slovakia

<u>Form of Study</u>	<u>Number of Schools at Which extension Studies are given</u>	<u>Number of Classes</u>	<u>Number of Students</u>	<u>Graduates of 1958</u>	<u>Students in Grades</u>
Evening courses	55	89	1,340	537	540
Correspondence courses	15	23	288	180	151
Extern courses	13	--	37	13	5
High school degree preparation courses	8	12	341	140	341
Eight year school curriculum courses	53	65	1,390	720	1,390
Individual plan study	15	--	52	4	7
Total	-	189	3,448	1,594	2,434



Regionally the extension studies at secondary level general schools are distributed as follows:

Region	Classes	Students	Out of These Women	1958 Graduates	Students in Grades
UNV - Bratislava	23	619	258	282	488
KNV - Bratislava	36	606	231	189	280
KNV - Nitra	26	434	118	265	265
KNV - Banska Bystrica	21	365	80	301	305
KNV - Zilina	17	318	52	195	253
KNV - Vysoke Tatry	3	55	21	--	55
KNV - Kosice	41	697	154	254	567
KNV - Presov	22	354	68	108	221
Slovakia	189	3,448	982	1,594	2,434

The occupational background of the extension study students at secondary schools was as follows: 612 workers, 48 farmers, 1,748 administration workers, 950 of other occupations, 90 housewives.

As to their ages there were 542 students less than 20 years old, 628 students between 20 and 25 years, 905 students between 26 and 30, 1,199 students between 31 and 40, and 174 students over 40 years old.

In comparison to the school year 1957/1958 the various forms of extension studies during the school year 1958/1959 show the following composition:

Forms of Extension Study	1957/ 1958	1958/ 1959	1957/ 1958	1958/ 1959	1957/ 1958	1958/ 1959
Evening courses	114	89	1,694	1,340	730	537
Correspondence courses	38	23	538	288	209	180
Extern courses	--	--	133	37	8	13
High school degree preparation courses	8	12	200	341	118	140
Eight year school curriculum courses	38	65	941	1,390	1,083	720
Individual study plan	--	--	16	52	--	4
Total	198	198	3,522	3,448	2,148	1,594

From the above table it is evident that the number of evening, correspondence, and extern courses decreased during school year 1958/1959. An increase took place only in the individual plan study, the high school degree preparation course, and the eight year school curriculum course. (OSS - ôsmileta stredni skola - eight years secondary school).

#### Technical Schools

There were 37 technical schools in Slovakia during school year 1958/1959. In that year the Technical School of Mining in Roznava was dissolved because of diminished demands for experts in this field. The students of the dissolved schools were transferred to the School of Mining and Geology in Spiska Nova Ves. A new technical school, the School of Textile Industry was established in Trencin. The number of technical schools in the school year 1958/1959 was the same as that in school year 1957/1958. As of 30 September 1958 the technical schools had 442 classes, an increase of 17 classes when compared to the preceding school year. The said increase took place in the two-year study program for graduates of the eleven-year schools; the increase in classes there was once of 80 percent.

The technical schools have a student body of 14,757, an increase of 854 students since the school year 1957/1958. The schools accepted 821 more freshmen in the school year 1957/1958 than the year before. The number of freshmen was 5,086 while in the school year 1957/1958 it was 4,265. The number of freshmen increased particularly in the two-year study courses for graduates of eleven-year schools. All this shows clearly that there is a steady rise in the interest in that kind of study.

Below is a table showing the number of schools, classes, and students in comparison to preceding years:

<u>School Year</u>	<u>Schools</u>	<u>Classes</u>	<u>Students</u>
1955/1956	39	446	14,665
1956/1957	37	435	14,158
1957/1958	37	425	13,903
1958/1959	37	442	14,757

The social composition of the student body in comparison with preceding years was as follows:

School Year	Workers	Percent	Farmers	Percent	Others	Percent
1956/1957	6,351	44.9	2,762	19.5	5,045	35.6
1957/1958	6,727	48.4	2,097	15.1	5,079	36.5
1958/1959	7,371	50	1,906	12.9	5,480	37.1

It follows from the above table that the social composition of the student body of technical schools improves from year to year. Each new year sees the arrival at technical schools of a greater number of students from workers' families. We also have to take notice of the fact that each year there are fewer students coming from farmers' families. The said decrease in the number of students from farmers' families can be explained by the circumstance that the children of farmers show a marked preference for agricultural schools. The agricultural schools have a student body of which 41.1 percent are children coming from farm families.

Slovakia has 24 agricultural schools. Three agricultural schools were abolished as of 1 September 1959: the Agricultural School of Ziar nad Hronom, the Agricultural School of Liptovsky Mikulas, and the School of Communal Food Economy in Zilina which was merged with the Agricultural School of Zilina because of diminished demands for experts in the said field.

The number of classes shows a decrease of eight since last year., a decrease which is the result of abolishing the above-mentioned three schools. The Slovak agricultural schools have 168 classes presently.

The number of students enrolled in the agricultural schools is 5,825, a decrease of 433 since last school year.

Below is a table showing the number of schools, classes, and students in comparison with preceding years:

School Year	Schools	Classes	Students
1955/1956	25	172	6,130
1956/1957	27	177	6,357
1957/1958	27	170	6,258
1958/1959	24	168	5,825

It follows from the above table that the net of agricultural schools has been completed and that it is being synchronized with the demands of national economic planning.

The social composition of the student body of the agricultural schools in comparison with preceding years was as follows:

School Year	Workers	Percent	Farmers	Percent	Others	Percent
1956/1957	2,817	44.3	1,426	22.4	2,114	33.3
1957/1958	2,995	47.9	1,290	20.6	1,973	31.5
1958/1959	2,925	50.2	1,008	17.3	1,892	32.5

The social composition of the student bodies of technical and agricultural schools is improving gradually as each new year brings an increasing number of students from workers families.

Our enumeration of technical schools did not include the Technical School of Applied Art in Bratislava which has 25 classes and a student enrollment of 286.

Slovakia also has one School for Educational Workers in Bratislava which has five classes and 140 students. There also is the State Conservatory in Bratislava with an enrollment of 403 students. The Advanced School of Music in Zilina has 76 students, the Advanced School of Music in Kosice has 114.

#### Extension Studies at Technical and Vocational Schools

During school year 1958/1959 there were 11,767 students who enrolled in extension studies offered by technical and vocational schools.

Three types of extension studies were offered: evening courses, extern courses, and correspondence courses. Evening courses were organized at 35 technical schools and had 386 classes with an enrollment of 7,804 students. Evening courses were also organized at 20 agricultural schools and had 100 classes and an enrollment of 2,141 students.

In 1957/1958 there were 9,077 students enrolled in extension studies at technical and vocational schools, the present enrollment of 9,945 therefore represents an increase of 868 students.

The evening courses include the extension studies of 542 graduates of eleven-year schools, two-year extension studies of 6,424 students, three-years of so-called superstructure studies of 2,914 students, and five-year studies where only 65 students from the last grade five are left.

Correspondence courses have been organized at seven technical and eight agricultural schools. There are 43 classes with an enrollment of 885 students, 345 of which are at the technical and 540 at the agricultural schools.

The extern type of extension study has been chosen by 937 students, 648 having been registered at the technical and 289 at the agricultural schools.

The table below shows the composition of the student body according to types of extension studies and field of study chosen:

Field of Study	Type of Extension Studies			
	Evening Courses	Correspondence Courses	Extern	Total
02 Mining	355	--	12	367
03 Energetics	244	46	42	332
04 Metallurgy	66	--	9	75
05 Mechanical Engineering	3,377	155	118	3,650
06 Electrotechnology	1,025	32	32	1,088
07 Chemistry-Technology	315	--	35	350
08 Production Technology	--	95	15	110
09 Paper and Woodworking Industry	90	--	30	120
10 Light Industry	370	--	26	396
12 Geodesy	--	--	176	176
13 Building Technology	1,963	17	153	2,133
18 Economics	2,141	540	289	2,970
Total	9,945	885	937	11,767

In 1957/1958 there was a total of 4,058 graduates of all types of extension studies; in 1958/1959 there were only 3,127 graduates.

### Pedagogical Schools

In the school year 1958/1959 the pedagogical schools will not accept any more freshmen. Grades two, three, and four, which have a total of 4,224 students, will continue until completion.

The table below shows the number of students in the remaining grades:

	<u>Second</u>	<u>Third</u>	<u>Fourth</u>	<u>Total</u>	
PSN	544	1,365	1,562	3,471	2 yr course
PSM	435	318	--	753	3 yr course
TOTAL	979	1,683	1,562	4,224	

(PSN-- Pedagogická škola pro vzdelanie ucitelov narodnych skol - Pedagogical school for the education of teachers for the National Schools

PSM - Pedagogická škola pro vzdelanie uciteliek materskych skol - Pedagogical school for the education of primary school teachers)

In addition to these students there are 119 students in the Pedagogical Institute of Martin. There is a two-year course offered to graduates of eleven-year schools, training them for teaching careers in grades 1-5 of secondary general schools.

### Extension Studies at Pedagogical Schools

Extension studies at pedagogical schools will also end when the last grades three and four will be completed.

In the year 1958/1959 the PSN had 14 students taking evening courses, 146 students taking correspondence courses, and 12 extern students.

The PSM had 95 students taking correspondence courses and 12 externs (all girl students).

A total of 288 students participated in extension studies offered by pedagogical schools.

### Universities and Advanced Schools

Slovakia's net of universities and advanced schools did not undergo any changes. In 1958/1959 Slovakia had 12 Advanced schools and universities, the same number as in the school year 1957/1958.

In the number of faculties, however, there was a decrease of from 33 to 32. The decrease resulted from the fact that the Advanced School of Economics in Bratislava organized only two faculties (General National Economics, Branches of the National Economy) instead of three (General Economics, Production Economics, Commerce and Finance).

The number of students grew in comparison to the school year 1957/1958. There were 16,229 students in 1958/1959, 238 more than the 15,991 enrolled in 1957/1958. The universities and advanced schools accepted 4,367 freshmen in 1958/1959.

As to their field of specialization the composition of the student body in comparison with the preceding three years is as follows:

	1956/1957	1957/1958	1958/1959
Student body	15,192	15,991	16,229
Technical curriculum	6,550	6,284	6,801
Agricultural curriculum	1,390	1,584	1,620
University curriculum	4,660	4,896	4,733
Advanced Pedagogical School	1,375	1,488	1,315
Pedagogical Schools	1,009	1,501	1,526
Advanced Schools of Art	208	238	234

In comparison with 1957/1958 the number of students at advanced technical and agricultural schools increased, while in the other fields it decreased slightly. The pedagogical schools, with their increased enrollment, constituted an exception in this general trend. The explanation is the circumstance that Slovakia does not have a sufficient number of qualified teachers for grades 6-8 or (9). The pedagogical schools train teachers for these grades of the secondary schools.

The number of students in the class levels of advanced schools and universities was as follows:

Class Level	Total	1	2	3	4	5	6
Students	16,229	4,532	3,995	2,630	2,118	1,869	1,085

The gradual decrease in the number of students of upper class level is explained mainly by the fact that the studies at pedagogical schools take two years, at other schools four, five, or even six years.

The advanced schools and universities have 5,048 female students.

The social composition (that is according to the present occupation of the father-provider) of the students of advanced schools and universities was as shown in the table below. For comparative purposes we also include data for the last four preceding years:

School Year	Student Body	Out of these children of					
		Workers	Percent	Farmers	Percent	Others	Percent
1955/1956	14,216	4,611	32.4	3,319	23.4	6,286	44.2
1956/1957	15,192	5,330	35.1	3,289	21.6	6,572	43.3
1957/1958	15,991	6,405	40.0	3,554	21.0	6,227	39.0
1958/1959	16,229	5,982	36.9	3,101	19.1	7,146	44.0

During the school year 1958/1959 the composition of the student body according to the class background of their families (that is according to the original occupation of the father -- provider) showed the following set-up:

Student Body	16,229	100%
Of which		
children of workers	6,334	39.0%
of farmers	3,313	19.3%
of others	6,764	41.7%



Our people's democracy takes care of the students of universities and advanced schools also by building student dormitories. There are 10,919 students living in dormitories, which is 67.3 percent of the total student body.

Another way of promoting the welfare of students is the granting of scholarships, which are received by 49.8 percent of the whole student body. In October 1958 alone scholarships in the sum of 2,612,500 were paid out. The average scholarship of a student was 320.00 Kcs a month.

In the year 1958 Slovakia's universities and advanced schools produced 3,035 graduates, in 1949 there were only 733. The number of graduates in 1959 will be more than four times the number of graduates produced in 1949.

The table below shows the growth in the number of graduates of advanced schools and universities in the years 1949-1958:

Year	Number of Graduates	Year	Number of Graduates
1949	730	1955	1,618
1951	1,270	1956	1,925
1952	1,753	1957	2,638
1953	1,530	1958	3,035
1954	1,254		

In 1958/1959 the Slovak advanced schools and universities had 196 full time students from foreign countries, practically the same as in the preceding year (191).

The universities and advanced schools had a staff of 418 professors and lecturers, of which eight were women. They had an additional staff of 1958 educational workers of which 343 were women. The student-teacher ratio was 6.8 to 1.

The advanced schools and universities also train scientific workers-aspirants; in the year 1958 they had 50 full time and 370 part time students of the latter category.

In recent times it has been the tendency of the advanced schools and universities to produce an intimate connection between academic studies and real life in order to enable the graduates to participate more effectively in the practical objectives of building a socialist country.

#### Extension Studies at Advanced Schools and Universities

The mechanization and automation of production which is a part of building a socialist economy require a great number of highly qualified and politically conscious workers. The advanced schools and universities cannot produce all the required workers by offering them the regular type of full time study. The government therefore decreed on 11 November 1952 that extension studies at advanced schools and universities should be organized. The working people thus were given a possibility to acquire an academic education without having to interrupt their regular work.

In the school year 1958/1959 the advanced schools and universities offered the following forms of extension studies: evening courses, correspondence courses, extern courses, special courses, and part time study. In 1958/1959 there were 25 students who enrolled in evening courses (17 less than the year before). The evening course studies have produced very good academic results. On the other hand, however, they pose too great demands on the students who after their regular daily work have to attend school regularly, as a rule four times a week for four hours. The above described form of evening course has been organized only at the Slovak Advanced Technical School in Bratislava.

Correspondence courses had an enrollment of 6,274 students, 852 less than during school year 1957/1958. There were 2,342 freshmen enrolled in these courses, that is only 18 less than in 1957/1958. The decrease occurred in the upper class levels where the students could not continue study due to the work load in their regular jobs.

The other types of extension studies had an enrollment of 359 students in 1958/1959, 83 more than in the preceding school year.

All in all there are 6,976 students enrolled in all forms of extension studies offered, 734 less than in school year 1957/1958.